## Common Core Standards:

**Name**: Joshua Weinman **Subject Area: English**

**Date**: **7/5/11**  **Grade Level: 9 Regents**

**Time Required: 41 minutes**

**Description**: Before starting the novel, *Speak*, I would offer a word splash with some of the titles of each section (Spotlight, Sanctuary, Espanol, Fizz Ed, Friends, Heathering). Discussion of these titles can give students clues about character, tone, setting, etc. Then, using the Think-Aloud strategy, I will read the first section, focusing on voice, tone, conflict, etc. After a whole-class discussion on the labels the speaker introduces, including her own, students will, as a post-reading activity, do a RAFT, writing a personal reflection on what they would label themselves, with an explanation. We can pair up and share these, or, depending on the class, just have students hand it in.

**Essential Questions**:

* How is the novel organized?
* What did we learn about the main character/narrator?
* How do labels affect people?

**Standards**:

**Core Literacy Standard(s)**:

**Reading Skills**:

* Read with a purpose
* Determining voice
* Review and summarize

**Thinking Skills:**

* vocabulary
* analysis
* inference
* interpretation

**Writing/Speaking Skills**:

* Personalizing what they learned
* Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
* Assess how point of view or purpose shapes the content and style of a text.

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| Objectives:  *At the end of the lesson, students will be able to…* | Assessments:*I will know they can do this because they will…* |
| 1. understand the issues of the main character | 1. discuss labels in whole class discussion |
| 2. identify the tone | 2. write about what their label might be: RAFT |
| 3. see the importance of labels and how it affects the individual |  |
| 4. evaluate meaning based on the titles of chapters |  |

## Pre-Reading

**Procedure before Reading**:

1. Word splash of titles, with discussion of unfamiliar and familiar words
2. Discussion of character, setting, and point of view

**During Reading**

**Procedure while Reading**:

1. Teacher will read first section aloud, employing Think-Aloud strategy
2. Focus will be on characterization, tone, conflict

## Post-Reading

**Procedure after Reading:**

1. Whole class discussion on character and labels
2. RAFT: a personal reflection on what they would label themselves and why

**Learning Styles: interpersonal, linguistic, auditory, creative**

**Scaffolding:**

**Students will use their prior knowledge of certain terms and their experience as incoming freshmen.**

**Materials**:

* *Speak* by Laurie Halse Anderson
* Smart board

\*Please attach all student handouts

**Quick Write – short RAFT Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Role: reporter

Audience: teacher; maybe, peers in class

Format: expository writing

Topic: labels